

DOCUMENT RESUME

ED 296 756

JC 880 311

TITLE Dislocated Worker Project.
SPONS AGENCY Michigan State Dept. of Education, Lansing.;
Sears-Roebuck Foundation, Skokie, Ill.
PUB DATE May 88
NOTE 24p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Career Guidance; *Community Colleges; Counseling
Services; *Dislocated Workers; *Job Placement; Job
Skills; *Outplacement Services (Employment); Program
Descriptions; Two Year Colleges; Vocational
Education
IDENTIFIERS Michigan

ABSTRACT

Due to the severe economic decline in the automobile manufacturing industry in southeastern Michigan, a Dislocated Workers Program has been developed through the partnership of the Flint Area Chamber of Commerce, three community colleges, the National Center for Research in Vocational Education, the Michigan State Department of Education, the United Auto Workers (UAW)-General Motors (GM) Human Resource Center, and the University of Michigan at Flint. The purpose of the program is to identify job openings; identify tasks essential to performing the jobs; assemble curriculum material for job-specific training programs of 1 year or less; and place laid-off UAW-GM members into full-time jobs paying \$5.50 or more per hour. This report on the Displaced Workers program outlines or offers brief descriptions of the following program components: (1) funding sources; (2) the job analysis process used to identify and validate training targets; (3) project activities; (4) the displaced worker intake process; (5) the job placement process; (6) the job training curriculum development process; (7) project objectives; (8) dates and topics of workshops for community college personnel; (9) community college curricula identified as appropriate for retraining purposes; and (10) program participants. A breakdown of occupations according to their rank within the training and placement interests of the UAW-GM Human Resource Center is attached. (MDB)

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Dislocated Worker Project

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SEARS Partnership Development Fund
Michigan Department of Education

APRIL, 1988
May, 1988 (Revised)

JC 880 311

DISLOCATED WORKERS PROGRAM

INTRODUCTION

Due to the severe economic stress occurring in the automobile manufacturing industry in southeastern Michigan, a unique partnership has been formed by eight organizations which include:

Flint Area Chamber of Commerce

Jackson Community College

Lansing Community College

Mott Community College (MCC)

The National Center for Research in Vocational Education
at Ohio State University

The State of Michigan, Department of Education

The United Auto Workers (UAW)-General Motors (GM) Human Resources Center,
Region I-C

University of Michigan-Flint

The purpose of this partnership is to identify job openings, identify tasks essential to performing the job, assemble curriculum materials for job-specific training programs of one year or less and place laid-off UAW-GM members into full-time jobs of \$5.50 or more per hour.

The previously listed group of organizations has developed effective relationships and now over 400 laid-off UAW-GM workers are receiving job training in 22 job areas at Lansing and Mott Community Colleges. All of these areas have high employment potential. An aggressive job placement effort begins before, and is available after, these individuals complete their job training programs.

The organizations have been successful in acquiring additional funds from the Sears-Roebuck Foundation through the American Association of Community and Junior Colleges (AACJC) (\$20,000), the Charles Stewart Mott Foundation (\$61,000), the Job Training Partnership Act (\$32,000) and the State of Michigan (\$61,222). The cost of training is being paid by GM-UAW and Job Training Partnership Act (JTPA) Funds.

The Intake Process of MOC includes:

Registration

Orientation - exposure to the services of the college and information about specific training programs.

Assessment - basic skills

Counseling - group and individual interpretations of assessments

Description of Job Analysis Process From the Model

The analysis process was effective in the identification and validation of over 50 occupational training targets in a 50-mile radius of Flint, Michigan. Each occupation had a minimum of 40 jobs and a maximum of 660. This process involved a computer hook-up to the Michigan Employment Security Commission to identify training targets, common tasks in an occupation; basic skill level was then identified by the individual institutions. Next, the Flint Area Chamber of Commerce conducted an on-site visit with each employer to validate the task essential to performing the job. Job openings and job requirements were then forwarded to faculty members at the college to be used as a basis for assembling curriculum materials.

PROJECT ACTIVITIES

- Assessment - Basic skills, occupation and interest
- Training - Curriculum materials were developed based on an analysis of the job market. Information on job options and opportunities were reduced to task and competencies that the employers are seeking.
- Placement - A follow-up with prospective employers is in process. Workers will be placed upon completion of program.

PROJECT DESIGN

Description of Displaced Worker Intake Process

Most of the dislocated workers are former auto workers who have gone through an intake and career transition process established and operated by the UAW-GM Human Resource Center, Flint, Michigan. The process provides for orientation, employment development workshops, career counseling, preparatory basic skills instruction and other related services before retraining.

- Evaluation of exit competencies of adult learners, identification of barriers in the relationship between learning styles and instructional materials and positive or negative relationships between teacher and students that facilitate or hinder learning.
- Make improvements to the curriculum based on the results of evaluative data.

Description of Job Placement Process

Employment of dislocated workers is the desired end result and culmination of all other processes on the model. The effectiveness of the employment process is dependent on the availability of job opportunities and the coordination of good information with job seeking effort. Job opening/job requirements within the job analysis process answers questions about where the job opportunities are located and which skills are essential to taking advantage of these opportunities.

The Job Placement process related to job specific training involves the following steps:

- Before training is completed, conduct a workshop on what the employer is looking for and how the applicant can present the best possible image to the employer. Provide an explanation to the job applicant of their responsibility in job seeking and job placement.

Description of Job Training Curriculum Development Process From the Model

The process of developing or modifying curriculum materials for job specific training starts with job requirements of the employer. After these requirements are known, the goal of the curriculum building process is focused on teaching methods and practices that help the adult learner acquire job related knowledge and skills. Observation and evaluation of interactions among adult learners, learning materials and the teacher are essential to improving the effectiveness of the curriculum development process. The steps in this process follow:

- Job openings/job requirements
- Faculty development on preparation of competency based instructional materials, preparation of learning materials for adults who have been away from the classroom for a while and positive reinforcement for adult learners.
- Development of curriculum materials
- Job training
- Observation of the teaching-learning process to identify strengths and weaknesses in the interaction between teacher and learner, learner and instructional materials.

- Attract groups of employers with a previously stated need to groups of job applicants.
- After job training is completed, monitor the level of effort put forth toward seeking employment.
- Maintain lines of communication with potential employers and communicate with applicants as job opportunities exist.

PROJECT OBJECTIVES

1. Identify job opportunities by job group in the Flint area.

The UAW-GM HRC Region I-C has identified job groups in Southeastern Michigan (see attachment). Status - Objective 1 is complete.

2. Task Analysis of Target Occupations

Task lists were secured by the UAW-GM HRC from the Michigan Occupational Data Analysis System at Michigan State University in the targeted occupations.

Status - Objective 2 is complete; however, it is ongoing as new occupations are identified.

3. Employer Validation

The Flint Chamber of Commerce conducted an employer survey to verify the task lists and secure information on job openings, wages and specialized skills.

Status - Objective 3 is complete.

4. Workshops for Community College in Columbus and Michigan

March 30-31, 1987

Staff from Mott Community College and UAW-GM HRC visited the National Center for Research in Vocational Education at the Ohio State University.

August 6, 1987

Dr. Wesley Budke of NCRVE, Ohio State University, conducted a workshop on "Short-Term Curriculum Assembly" and how to use the resources of the National Center for Research in Vocational Education.

September 30, 1987

Dr. Sandra Pritz of NCRVE, Ohio State University, conducted a workshop on "Integrating Basic Skills in the Curriculum." This workshop was attended by faculty and staff of Mott Community College, Lansing Community College, Jackson Community College, Genesee Intermediate School District and UAW/GM Human Resource Center.

November 7, 1987

Rena Soifer, Co-Director of the Reading Academy of Eastern Michigan University, presented a workshop on "Strategies for Teaching Basic Skills to Adult Learners".

December 12, 1987

Monte Cass, Director, Statewide Job Placement Service for the State of Missouri, presented a workshop on job placement strategies to all participating educational institutions.

5. Identify, obtain and screen curriculum based on task analysis and employer validation. (Dr. Wesley Budke, Director of National Clearinghouse, National Center for Research in Vocational Education, (614) 486-3655.)

The following curricula have been screened and are currently in operation:

Mott Community College

Automotive Technician
Clerical/Word Processing
Computer Numerical Control
Institutional Cook
Computer Programmer
Building and Apartment Maintenance

Lansing Community College

Advance Data Entry Specialists
Automotive Repair Technician
Building and Maintenance Technician

Computer Drafting - Cadam Technician
Computer Repair Specialist
Correction Officer
Diesel and Heavy Equipment Repair Technician
Heating, Air Conditioning and Refrigeration Technician
Industrial Machinist
Landscape Management Specialist
Machine Maintenance Technician
Marketing/Sales Specialist
Medical/Clerical
Quality Control and Reliability Specialist
Truck Driver
Word Processing

Genesee Area Skill Center

Dietetic Aide

University of Michigan - Flint

Sales and Marketing Specialist
Office Applications Software Specialist
Bookkeeping

6. Assemble and conduct instruction for UAW-GM dislocated auto workers

Instruction is currently being conducted in twenty-six areas, training four-hundred eight-four participants. Participants are being trained in the areas listed in objective #5.

7. Job placement activities are under way for the 118 completers of the following programs:

Automotive Technician

Truck Driver

Word Processing

Building Maintenance

CNC Operator

Corrections Officer

8. Development of evaluation design and instrument.

The evaluation design will center on both the process and the product of this project. The process will be evaluated on the logical sequence and effectiveness of events. Product evaluation will center on the degree that dislocated workers are placed in new jobs.

9. Conduct Evaluation

Evaluation will be conducted by the assigned project evaluator.

FUNDING SOURCES

Sears Foundation, Keep America Working, AACJC	\$ 20,000
Michigan Department of Education Project Careers (JTPA)	31,732
Michigan Department of Education Collaborative	25,222
Michigan Department of Education	36,000
Charles Stewart Mott Foundation	61,000
UAW-GM Human Resource Center (Training)	1,071,391
Mott Community College	31,732
TOTAL	\$1,277,077

BUDGET

	<u>Mott Community College</u>	<u>Sears Foundation</u>	<u>JTPA</u>	<u>MDE</u>	<u>TOTAL</u>
Project Director	2,611				2,611
Admin. Support	8,847				8,847
Project Coordinator		6,750		25,222	31,972
Project Secretary	7,774		7,774		15,548
Placement Technician			6,358		6,358
Curriculum Assembly					
Jackson		4,450			4,450
Lansing		4,300			4,300
Mott	12,500		12,500		25,000
Travel					
Jackson		1,000			1,000
Lansing		1,000			1,000
Mott		1,000			1,000
Supplies					
Jackson		500			500
Lansing		500			500
Mott		500			500
Printing/Duplicating			5,000		5,000
Postage			100		100
TOTALS	\$ 31,732	20,000	31,732	25,222	\$108,686

FLINT

The occupations on the following eight pages are the training and placement interests of the UAW-GM Human Resource Center in Flint.

1. The following occupations are primary training and job placement targets in the Flint area.

Secretaries

Inspectors

Truck Drivers

Industrial Truck Drivers

Maintenance Mechanics

Sales Agents, Sales Representatives, Insurance

Bookkeepers

Punch Press Operators, Metal

Testers

Automotive Mechanics

Delivery & Route Workers

Restaurant, Cafe & Bar Managers

Filers, Grinders, Buffers, Chipp

Lathe Mach Operators, Metal

Grinding Abrasion Metal Machine Operator
All other Engineering Technologies
Computer Operators
Machine Tool Operators, Tool Repair
Welders & Flamecutters—B
Cooks, Institutional
Clerical Supervisors
Maintenance Repairers, General Utility
Correction Officers &/or Jail
Auto Body Repairers
Mechanical Engineering Technicians
Drafters
Compression &/or Inject Mold Machine Operators
Welders & Flamecutters—A
Insurance Clerks, Medical
All Other Technicians
Bookkeeping Billing Machine Operators
Computer Programmers

2. The following secondary occupations vary in their interest and potential for UAW-GM Human Resource Center training and job placement activities. They are graded in the secondary category because they tend not to be as uniform a training and placement target occupation. For example, most primary occupational targets have the characteristic of the vast majority of the persons in the occupation having acceptable wage and working conditions. Most secondary targets do not have the "vast majority" of persons in the occupations having \$5.50 an hour wage, but clearly a large enough percentage to warrant some carefully directed training and job placement efforts.

Assemblers—C

Sales Clerks

General Clerks, Office

Nurses Aides Orderlies

All Other Semiskilled Workers

All Other Sales Workers

Stock Clerks, Stockroom, Warehouse,

Receptionists

Typists

Child Care Workers, Private Household

All Other Office Clerical

Shipping & Receiving Clerks
Accounting Clerks
Cooks, Restaurant
Medical Assistants
Stock Clerks, Sales Floor
Order Fillers
Shipping Packers
Dental Hygienists
Host Hostesses, Restaurant
Bus Drivers
All Other Plant Clerical
Switchboard Operator Receptionists
Personnel, Labor Relation Specialists
Buyers, Retail &/or Wholesale Trade
Production Packagers
Production Clerks
Conveyor Operators or Tenders
Wholesalers
Medical Lab Assistants
Tax Preparers
Alteration Tailors
Butchers &/or Meat Cutters
Key punch Operators
Construction Inspectors

3. Occupations in the third grouping have generally too low a wage structure to be of training interest to our program; however in those cases where higher pay and acceptable working conditions are identified, job placement and or OJT would be considered for a specific job and a specific person. For example, we would not like to train Janitors as a group, but we would be pleased to place a person as a Janitor at a school district, hospital or city government office where they would likely have acceptable wages and working conditions.

Janitors & Sextons

Cashiers

Food Preparation & Service Workers, Fast Food Restaurants

All Other Unskilled Workers

Guards & Doorkeepers

Maid, Servants, Private Household

Tellers

Cooks, Short Order Specialists Fast Food

Dental Assistants

Gardeners, Groundskeepers

Child Care Workers

Teachers Aides

Housekeepers, Hotel and Motel

Housekeepers, Private Household

File Clerks

School Crossing Guards

Cleaner, Vehicle

Payroll, Time Keeping Clerks

Group Recreation Workers

4. The fourth grouping of occupations are those for which training is not practical, but depending upon the existing skills and knowledge of an individual could be potential for job placement and/or OJT. For example, Nurse, Professional; if a person is or has been a registered nurse, our program would attempt to assist that person with job placement assistance, including, when appropriate, OJT assistance.

Nurse, Professional

Elementary School Teachers

Licensed Practical Nurses

All Other Teachers

All Other Professionals

Cosmetologists Women's hairstylist

Caseworkers

Pharmacists

Secondary School Teachers

Medical Lab Technologists

Opticians

Preschool & Kindergarten Teachers

Librarians

5. The fifth grouping categorizes those occupations which require special consideration in working with those currently in the

occupation because of tradesman or similar status. For example, we would not like to train or place Carpenters without an understanding with the area's Carpenter's Union Local.

Plumber & Pipefitters

Millrights

Carpenters

Helper, Trades

All Other Skilled Craft Wkrs

Mail Carriers, Postal Service

Painters, Const Maintenance

Police Patrolmen/Women

Fire Fighters

Highway Maintenance Workers

6. The sixth category are those occupations which are not of interest to UAW-GM Human Resource Center in Flint.

Waiter or Waitresses

Farmer, Owners & Tenants

Bartenders

Farmer Laborers

Waiter Assistants